~~DRAFT/SUBJECT TO APPROVAL ON SEPTEMBER 10, 2004~~

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
MAY 7, 2004 IN THE MARVIN CENTER, ROOM 310

Present: President Trachtenberg, Vice President Lehman, Registrar Geyer, and Parliamentarian Pagel; Deans Frawley and Tong; Professors Briscoe, Castleberry, Cordes, Delaney, Friedenthal, Gallo, Garris, Griffith, Gupta, Harrington, Klarén, Marotta, Mueller, Packer, Paup, Robin, Robinson, Shambaugh, Swiercz, Wilmarth, and Wirtz

Absent: Deans Futrell, Harding, Katz, Phillips, Scott, Whitaker and Young; Professors Englander, Helgert, Lee, Simon, Vergara, and Watson

The meeting was called to order by Executive Vice President for Academic Affairs Donald R. Lehman.

APPROVAL OF THE MINUTES

Vice President Lehman asked for corrections or additions to the minutes. Professor Gupta noted that he was absent at the April Senate meeting, rather than both present and absent.

Professor Wirtz noted that the minutes referred to his long-standing status as a consultant to the Faculty Salary Equity Group, and pointed out that this is his first year in that capacity. He then asked what his previous capacity had been, and Vice President Lehman explained that Professor Wirtz had previously been designated as a member of the group, a discrepancy he did not notice in submitting corrections to his segment of the minutes.

There being no further corrections or additions to the minutes, the minutes were approved as amended.

RESOLUTIONS

I. RESOLUTION 04/1, "A RESOLUTION ON CONSTRUCTION OF NEW SCIENCE FACILITIES AS THE TOP PRIORITY AMONG NEW ACADEMIC STRUCTURES"

On behalf of the Physical Facilities Committee (PFC), Professor Linda Gallo, Chair, introduced Resolution 04/1. Although she thought the Resolution was fairly self-explanatory, she said she wanted to inform the Senate about the reason the Committee undertook this task, and she also wanted to provide some data in support of each of the Whereas Clauses.

At the outset, the Senate Executive Committee asked that the PFC identify the most pressing academic need with respect to construction of new facilities, in light of the

approaching availability of the old GW Hospital site. Once the PFC reviewed annual reports by previous PFCs, it became apparent rather quickly that the annual reports all pointed to the need for new science facilities.

Moreover, she continued, and perhaps more importantly, in 1985, members of the Commission on the Year 2000 made eighteen recommendations in their report to then-President Elliott on strategic planning. And in June, 2002, in an address to the Board of Trustees, President Trachtenberg noted that only one of the Commission's recommendations had not been met. That was to provide, in its words, "At the earliest possible time, modern laboratories for teaching in the natural sciences and engineering, and additional facilities to support research and teaching in these areas." As this was the one goal that had not been fulfilled, the PFC was convinced of the need for new science facilities, and took as its charge the development of a rationale in support of them.

Professor Gallo also noted that the PFC's charge did not including recommending a size or site for new science facilities, as this would be beyond its capability. While the old Hospital site could indeed be the location for the new facilities and/or be a source of new revenue to finance them on that or some other property, the PFC agreed that future use of the old Hospital site should be leveraged to best benefit the University. Implicit in the Committee's position is the view that revenue or space derived from the old Hospital site should contribute towards construction of a science facility, she noted.

Professor Gallo then briefly reviewed the Whereas Clauses in Resolution 04/1. The first Clause is self-evident, she said, and the second lists findings of Project Kaleidoscope (Pkal) which were reached by a Committee of Visitors after site visits to a cross section of colleges and universities which have made major investments in facilities and programs. The question behind the visits was to determine what difference new and improved facilities make, and the Pkal Report (excerpts of which were distributed with the Senate agenda) supports each of the bulleted items listed in the Second Whereas Clause. While the Pkal Report addressed only undergraduate education, Professor Gallo said the Committee thought it reasonable to extrapolate Pkal's conclusions and apply them to graduate education as well.

In the third Whereas Clause, the PFC related conclusions reached by the Pkal Report to the goals and objectives of GW's Strategic Plan for Academic Excellence. There was significant congruence between the two, she added.

Fourthly, the Resolution notes that, given the draw of science and the revolution that is occurring within it, a large number of other educational institutions, particularly GW's competitors, are very much invested in the construction of new science facilities.

In the fifth Whereas Clause, and on page three of the materials appended to Resolution 04/1, the PFC sets forth in some detail the impact of a new science facility, and its many beneficiaries.

The sixth Whereas Clause reflects the PFC's conclusion that funding is justified for a new science facility, including the costs of construction and programming. Professor Gallo noted that Executive Vice President and Treasurer Louis Katz had stated to the PFC that funding for construction usually comes from a reallocation of funds, fund-raising, or indirect cost recovery. However, at this time, Vice President Katz said the University has the unique

possibility of using financial value from the sale of the Old Hospital site to pay for new science facilities.

In conclusion, Professor Gallo reviewed the seventh Whereas Clause, which points to the inadequacy of both the quality and quantity of existing science facilities at GW and the negative impact of this lack on the University's ability to achieve the goals stated in the Strategic Plan for Academic Excellence.

Professor Griffith asked Professor Gallo if he had correctly understood her to say that one outcome of the long development process underway for use of the old Hospital site was its possible sale. Professor Gallo confirmed that this was a potential outcome. President Trachtenberg said this was a possibility that could not be ruled out at this stage, but an unlikely one.

Professor Cordes asked about the Committee's reference to facilities for mathematical sciences, and asked what those might be. Professor Gallo responded that there are faculty in the mathematical sciences that have interactions with the natural and life sciences faculty, and it would be conceivable that they could be located in such a building.

Professor Packer asked about the number of square feet currently dedicated to physical facilities for the life sciences. Professor Gallo said that currently 90,000 square feet are so used. Professor Packer then asked about the size of the proposed science facility. Professor Gallo said it would depend upon whether the facility were school-wide or University-wide, but that Executive Vice President and Treasurer Katz told the PFC that if the facility were to be University-wide, it would involve some 400,000 square feet, or roughly the size of the new GW Hospital. Vice President Lehman pointed out that this figure did not include space of some 70,000 square feet now basically dedicated to science activity at the Virginia campus.

Professor Harrington congratulated the Committee on its excellent report and asked for the privilege of the floor, which was granted, for Dean Timothy Tong of the School of Engineering and Applied Science (SEAS).

Dean Tong said he has been impressed by the ability of the University's faculty to work across school boundaries, and gave as an example SEAS faculty working in the biomedical engineering area. He added that he could not help but wonder whether in the Resolution there could be a more explicit expression of such possible cooperation in the future.

Professor Gallo said that she was prepared to amend the Resolving Clause of the Resolution in order to satisfy the concerns of the Dean and the Engineering faculty. She moved that the first Resolving Clause be amended so that it would read as follows: "That the Faculty Senate endorses the investment in new science facilities that accommodate the physical, life and mathematical sciences, science programming, and science-related engineering programs as the top priority among future academic projects." The motion was seconded.

The question was called on the amendment to the Resolution, a vote was taken, and the amendment was approved unanimously, without abstention.

A short discussion followed between Professors Griffith and Gallo and Vice President Lehman concerning the meaning of the term "science programming."

Vice President Lehman asked if anyone objected to the privilege of the floor being granted to Dean William Frawley of the Columbian College Arts and Sciences (CCAS). There being no objection Dean Frawley said he would like to go on record speaking in strong support of Resolution 04/1. A University can be transformed in many ways, he said, and given how quickly the University is moving forward, particularly in Columbian College, this new facility is a central part of new development given advances in biological and biomedical sciences, computation, modeling, and other areas of science. The construction of such a facility will also enhance the University's ability to attract talented faculty and staff, as it demonstrates GW's commitment to high-end intellectual activity. Dean Frawley added that the Resolution has the full support of the CCAS faculty, and its Advancement Office.

President Trachtenberg said that he agreed substantially with the Resolution, but that it might not be possible for the administration to follow literally the Senate's recommendation. This could happen, for example, in the event that an earmarked amount of money is donated for the construction of a specific non-science facility.

Professor Gallo said that, in listening to President Trachtenberg's remarks at a noon meeting, that perhaps the Resolution was not necessary, as the President appears convinced and supportive of the need for new science facilities. Still, the Resolution is another layer of faculty support for such a building. President Trachtenberg said that he thought the Resolution is helpful in that its adoption expresses unanimous University-wide faculty support for a science facility as the top priority, and this support was given by Senate representatives of schools which would not be immediate, apparent beneficiaries of such a facility.

The question was then called on the Resolution, a vote was taken, and Resolution 04/1 was adopted, as amended, unanimously, without abstention. (The Resolution is attached.)

II. RESOLUTION 04/2, "A RESOLUTION ON RESEARCH PRIORITIES AT THE GEORGE WASHINGTON UNIVERSITY"

On behalf of the Senate Research Committee, Professor William Briscoe, Chair, introduced Resolution 04/2. As background to the Resolution, Professor Briscoe said that a subcommittee of the Senate Research Committee, co-chaired by Professors Charis Kubrin (who was present at the meeting), and Samantha Friedman, was charged with the task of investigating how far the University has come in fulfilling the goals and timetable set out in the GW Strategic Plan for Research. The subcommittee's conclusion was that, while there has been some progress, it can be simply stated that GW is certainly behind in its timetable in fulfilling the goals of the Strategic Plan.

Professor Briscoe continued, saying that the Research Committee recognized that pointing a finger to a list of unfulfilled goals was not a useful task, especially since some important initiatives have recently been funded and are in the process of being implemented – such as the increase of infrastructure support for research within the Office of Research Services (ORS), the schools, and the departments. The Committee thought it better to assist the administration by focusing on the highest priority issues which are, in its mind, the full

funding of the Research Enhancement Incentive Awards (REIA), increasing Research Enhancement Funding (REF) support, and support for equipment cost sharing and support of startup costs. Certainly, he said, any priority list has to have a starting point, and given the shortfall in funds this year, the top issue for research-active faculty was certainly the inability of the University to fund fully the REIA incentive.

Professor Briscoe said that Resolution 04/2 seeks to bring this issue to the top of the list of priorities for the support of faculty research. The Committee believes that fully funding the REIA also assists Deans and Chairs to provide some level of equipment cost-sharing and startup costs, and, in a manner, does also help along these lines. While the Committee does not specify a formula, it does point to the fact that any initiative such as this needs to track indirect costs and tuition returns from research grants in its budgeting. With respect to the manner in which the level of return is distributed, there was a difference of opinion within the Committee. Those with established programs seemed to favor the Principal Investigator (PI) getting the bulk of the return, while those with smaller or building programs would like to see more going to the Deans. Professor Briscoe then pointed out that unless the budget line item is there and funded, this is a moot question. Professor Briscoe also said that in surveying highly research-active universities, more of this type of return goes to schools, or to departments through the schools, rather than directly to the individual PI's. Professor Briscoe then urged the adoption of Resolution 04/2 so that the University can get the REIA back on track with an adequate budget as soon as possible.

Professor Gupta said he was puzzled by the fate of the REIA, as the memorandum authorizing it provided an incentive to PI's which has now been withdrawn and given to the deans or the departments. Vice President Lehman confirmed that the return previously distributed was 5% of the net tuition brought in, 5% of the net direct costs brought in, and 1% of the indirect cost recovery, with a factor that penalizes PI's for failure to secure a full indirect cost recovery. He added that this year is the first year that the REIA has not been fully funded, and the distribution of the prorated amount of the $655,000 available has been discussed extensively both in the Advisory Council on Research and the Senate Research Committee. The Council of Deans also discussed the matter, and from a strategic point of view, their conclusion was that the available funds would be better used if they were distributed to the deans, who would then use them to advance research priorities in their schools. In the end, Vice President Lehman said he agreed with this conclusion, and that is how the money was distributed this year. This was a change, he added, from previous years, in which funds were distributed equally among the deans, the department chairs, and the faculty member. Regardless, he said, the subject of the Resolution appears to be securing full funding for the REIA.

Professor Griffith asked about the current budget for the REIA, and Vice President Lehman said that the budgeted amount of $655,000 has been level since the inception of the program approximately ten years ago. Professor Griffith, Associate Vice President Carol Sigelman and Vice President Lehman then briefly discussed the growth in payouts over the last several years, which ranged from $879,000 to $1 million, with the additional funds coming from one-time reallocations.

Professor Swiercz said that he thought this growth in payout signals that the REIA is working, and the decision to abandon it means the University has made a strategic and somewhat illogical decision to drop a program that is successful.

In followup to Professor Swiercz's point, Professor Wirtz said it seemed to him that there are two issues. One is budgetary constraints, which the University always faces, but which are now a little more serious than in the past. He asked if the source of some of the funds was the endowment, and Vice President Lehman responded that it was not.

Professor Wirtz then turned from the issue of budgetary constraints to the other issue, which is, if the University has any money at all, the manner in which that money gets allocated. This year, he said, the decision was made that that money should be allocated to the deans and not to the PI's. As soon as this happened, he said his telephone rang constantly, and faculty who called him were saying they didn't understand it, and that the University doesn't acknowledge them for anything, even when faculty try very hard to do what they want do and what they think is in the University's best interest. Faculty also acknowledged that the University had finally started an inspired program that successfully communicated appreciation for faculty efforts, even if it did not financially compensate faculty as much as they deserved.

In fairness, Professor Wirtz said he understood that some of the deans have recognized some of the motivational problems involved and have turned funds back to the PI's. But he added that he was not sure that the administration recognizes the disincentive that has been created by channeling the funds to the deans. The faculty has viewed this as a slap in the face, he concluded, and it's a small one, but the administration must recognize that this is the way in which it's being viewed.

Vice President Lehman said that the agreement amongst the deans was first, that all of the money would go back to strategic objectives with regard to research within their schools; secondly, that it would all be used this year, and thirdly, if at all possible, it would be used in such a way that it would enhance what the faculty were doing in their research and scholarship. The decision was made in this particular case that there were other priorities that were higher in terms of what the University is doing to enhance academic excellence and higher priorities took precedence.

Professor Griffith said that the Fiscal Planning and Budgeting Committee has not received any detailed breakout on the budget for FY '05, and he asked if the REIA for that year has been incremented by a significant amount, or if Academic Affairs would have to find $645,000 to fund it. Vice President Lehman confirmed that the REIA is an unfunded priority, but it is also first on his list.

Professor Griffith then said that, although many seem to be bothered about the change in the distribution formula for these funds, it seemed to him that the first priority of the Senate should be to try to obtain full funding for the REIA and then the issue of fair distribution could be considered.

Professor Cordes asked if he was correct in understanding that there was nothing to preclude a dean from simply distributing the funds to PI's as before, if they so chose. Vice President Lehman confirmed this was correct. Professor Cordes then said he thought that perhaps the discussions about incentives need to occur between faculty and the deans on the school level. Vice President Lehman said his intention, which he believed Associate Vice President Sigelman shared, was that if full funding were obtained for the REIA, it would be distributed by the three-way division and the formula.

The question was called, a vote was taken, and Resolution 04/2 was adopted by unanimous vote, without absention. (The Resolution is attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

GENERAL BUSINESS

I. APPROVAL OF DATES FOR REGULAR SENATE MEETINGS IN THE 2004-05 SESSION

Professor Wilmarth asked for approval of the dates for the regular meetings of the Faculty Senate for the 2004-05 Session. The following dates were approved: May 7, 2004, September 10, 2004, October 8, 2004, November 12, 2004, December 10, 2004, January 21, 2005, February 11, 2005 (at 3 p.m.), March 11, 2005, and April 8, 2005.

II. NOMINATION FOR RE-APPOINTMENT BY THE PRESIDENT OF THE FACULTY SENATE PARLIAMENTARIAN FOR THE 2004-05 SESSION

Professor Wilmarth moved the nomination for re-appointment by the President of Professor Scott B. Pagel as Parliamentarian for the 2004-05 Session. The nomination of Professor Pagel was approved.

III. NOMINATION FOR ELECTION OF PROFESSOR JOAN E. SCHAFFNER (GWLS) TO SERVE A THREE-YEAR TERM ON THE DISPUTE RESOLUTION COMMITTEE COMMENCING MAY 1, 2004

Professor Wilmarth moved the nomination for election of Professor Joan E. Schaffner to serve a three-year term on the Dispute Resolution Committee commencing May 1, 2004. The nomination was approved.

IV. NOMINEES FOR ELECTION OF CHAIRS AND MEMBERS OF FACULTY SENATE STANDING COMMITTEES FOR THE 2004-05

Professor Wilmarth moved the nominations for election of Chairs and members of Senate Standing Committees for the 2004-05 Session. The nominations were approved.

Professor Wilmarth then thanked Senate members for their Committee service during the 2003-04 session and expressed the Senate's appreciation to the other faculty members who have generously agreed to serve during the 2004-05 Session.

V. NOMINATION FOR APPOINTMENT BY THE PRESIDENT TO THE FOLLOWING ADMINISTRATIVE COMMITTEES

Professor Wilmarth moved the nominations for appointment by the President to the following Administrative Committee: Joint Committee of Faculty and Students: Ralph O. Mueller, Faculty Co-Chair; Magdalene F. Ferretti, Mamoon Hammad, Amy J. Mazur,

Edward M. Robinson, Phyllis M. Ryder, and Harry E. Yeide. The nominations were approved.

VI. NOMINATION FOR APPOINTMENT BY THE BOARD OF TRUSTEES TO TRUSTEES' COMMITTEES

Professor Wilmarth moved the nominations for appointment by the Board of Trustees of the following Committees: Trustees' Committee on Academic Affairs: Arthur E. Wilmarth, Jr.; Trustees' Committee on Student Affairs: Ralph O. Mueller; Trustees' Committee on External Affairs: Cynthia Lee; Trustees' Special Committee on Information Technology: Philip W. Wirtz. The nominations were approved.

VII. NOMINATION FOR ELECTION BY THE FACULTY SENATE TO THE STUDENT GRIEVANCE REVIEW COMMITTEE

Professor Wilmarth moved the nominations for election of the following faculty to the Student Grievance Review Committee: Mary Beth Bigley, Jeffrey Brand-Ballard, Katherine Goodrich, Catheeja Ismail, Susan LeLacheur, Stephen McGraw, Patrick McHugh, Mark Mullen, Thomas Quasney, and Edward Robinson. The nominations were approved.

VIII. REPORT OF THE EXECUTIVE COMMITTEE

Professor Wilmarth presented the Report of the Executive Committee, which is enclosed.

IX. ANNUAL REPORTS OF SENATE STANDING COMMITTEES

Annual Reports were received from the following Senate Standing Committees: Athletics and Recreation; Admissions Policy, Student Financial Aid, and Enrollment Management; Appointment, Salary, and Promotion Policies; Fiscal Planning and Budgeting; Honors and Academic Convocations; Libraries; Physical Facilities; and Professional Ethics and Academic Freedom.

Professor Wilmarth said that he wanted to highlight a portion of the Report of the Committee on Professional Ethics and Academic Freedom. He reminded the Senate that when it adopted the Interim Policy on Scientific Misconduct in March, 2004, it directed the PEAF Committee to determine whether any revisions to the Interim Policy needed to be made, and to report back to the Senate, if possible, at the May 7 meeting. The PEAF Committee was not able to meet this optimistic deadline at the end of the semester, but Professor Wilmarth reported that the Committee held a very productive meeting on May 5. Associate Vice President Sigelman and Professor Briscoe, Chair of the Senate Research Committee, were present at the meeting, and consensus was reached on several points in the Interim Policy that needed to be amended in order to balance the interests of complainants, respondents, and the University. Professor Wilmarth added that Professor Englander, Chair of the PEAF Committee, would be circulating a revised draft of the Interim Policy to Committee members. While it is expected that the PEAF Committee will need to consult with the University General Counsel's Office before reporting to the Senate, Professor Wilmarth said he was hopeful that a final report with proposed amendments to the Interim

Policy could be presented as early as the September Senate meeting, but not later than the October meeting.

BRIEF STATEMENTS (AND QUESTIONS)

Professor Griffith asked Professor Wilmarth if the Executive Committee had discussed whether the Board of Trustees might revive the Trustees' Committee on Development and reinstate the Chair of the Senate Fiscal Planning and Budgeting Committee as a member. At this point, he added, the Senate is short of its historical representation to the Board of Trustees. Professor Wilmarth responded that this had not been discussed by the Executive Committee but added that he would be happy to contact the Chairman of the Board of Trustees and inquire about this matter.

Professor Griffith then asked the President to comment upon the fall enrollment picture, and the President said he thought that the incoming class is slightly larger than last year's, and that grades and standardized examination scores seemed solid as well. Vice President Lehman commented that he thought the positive news is that the new fixed tuition plan is a success. Professor Gupta, Chair of the Admissions Policy, Student Financial Aid, and Enrollment Management Committee, added that his Committee's Annual Report contains information on the topic that would be of interest to the Senate.

Registrar Geyer asked Senate members to pass along to their colleagues a reminder about the 72 hour rule for faculty to submit grades. The submission of grades in a timely manner is much appreciated, he added, and will reduce the number of telephone calls his office, and faculty, receive on the subject.

Speaking as a department chair, Professor Griffith said that he had not yet received an invitation to submit a Schedule of Classes for the Spring Semester, 2005, and he asked if this would be forthcoming anytime soon, before faculty left campus. The Registrar said the request has been verbally circulated and that paperwork is in the mail, to arrive in campus offices no later than May 10.

President Trachtenberg wished everyone a wonderful summer, as did Vice President Lehman.

ADJOURNMENT

There being no further business before the Senate, a motion to adjourn was made and seconded. The meeting was adjourned at 3:17 p.m.

Dennis L. Geyer
Dennis L. Geyer
Secretary

A RESOLUTION ON CONSTRUCTION OF NEW SCIENCE FACILITIES AS THE TOP PRIORITY AMONG NEW ACADEMIC STRUCTURES (04/1)

WHEREAS, science and technology have a critical impact on all life, and;

WHEREAS, investment in science facilities and science programming is an investment in the future of students, of the Institution, and of society, because it creates the opportunity for:

- strengthening teaching and learning at the undergraduate and graduate levels;
- increasing the enrollment and retention of talented science majors, in general, and diversity among science majors, in particular;
- attracting and retaining accomplished undergraduate students, whatever their major;
- increasing the number of non-science majors who enroll in science courses;
- bringing to students a command of the tools of focused inquiry, mentored discovery-based learning, collaborative problem-solving, writing, quantitative and informational literacy, and information exchange essential for work and lifelong learning;
- improving post-graduate outcomes in graduate/professional school acceptances and job placements;
- recruiting and retaining outstanding faculty;
- attracting exceptional graduate students and postdoctoral researchers in the sciences;
- improving professional placement of doctoral graduates;
- enabling collaborations and emerging interdisciplinary interactions in teaching and research;
- increasing research involvement and productivity for students and faculty;
- increasing competitiveness for external grants for such purposes as research, curriculum and faculty development, and instrumentation;
- enhancing connections to area external partners, e.g., the NIH, the Smithsonian; The Institute for Genome Research, the Goddard Space Flight Center, the Children's National Medical Center, the Naval Research Lab, and National Institute for Standards and Technology;
- expanding technology infrastructure through state-of-the-art laboratories and general purpose classrooms;
- affecting the University community in a positive manner with respect to morale, inspiration, involvement, collegiality, cooperation, and social interaction;
- attracting benefactors, engaging alumni, and expanding the endowment; and;

WHEREAS, an investment in science facilities and science programming advances the Institution's Strategic Plan for Academic Excellence by creating the opportunity for:

- delivering engaged and consequential undergraduate education;
- becoming a tier-one research institution;
- promoting quality, highly visible, revenue-generating graduate education;
- recruiting and retaining a diverse, nationally and internationally known, faculty producing increased research;
- leveraging the D.C. environment to deliver a world-class education;
- integrating research and teaching to solve problems in the urban environment;
- fostering a sense of community through a unified approach to science, and;

WHEREAS, understanding the draw of science and the revolution that is occurring within it, local universities, competing universities, aspirant universities, and schools of lesser status have constructed or committed to construct new science facilities, and;

WHEREAS, new science facilities will benefit other Schools, other CCAS disciplines and disciplines within the Schools that depend on excellence in the basic sciences both in academics and research, by providing the opportunity for:

- access to additional technology-enabled general use classrooms;
- flexible arrangements to accommodate the changing landscape of science;
- greater integration of mathematics, statistics, and computational sciences with other disciplines across the University, and;
- enhanced opportunities for cross-disciplinary collaborations, and;

WHEREAS, the construction of new science facilities and the accompanying benefits would have such a major immediate and future impact on the Institution, that funding by revenues generated by individual gifts, capital campaigns, indirect cost recovery, reallocation of funds, and new revenues (e.g., financial value derived from the old hospital site, tuition-generating programs and certificates) is justified, and;

WHEREAS, the quality and quantity of existing science facilities and science programming deprive the students, the Institution, and society of the full-benefits cited above and thus, undermine the effort of the Institution to achieve the goals stated in the Strategic Plan for Academic Excellence, **NOW, THEREFORE,**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) That the Faculty Senate endorses the investment in new science facilities that accommodate the physical, life, and mathematical sciences, ~~and~~ science programming, and science–related engineering programs ~~ming~~ as the **top** priority among future academic projects; and

(2) That the new science facilities will be defined with respect to size, site, use (school-wide, university-wide) and program goals through a careful collaborative planning process that includes science and non-science faculty, academic deans, campus planners and architects, advancement staff, and budget officers.

Adopted, as amended, May 7, 2004

A Resolution on Research Priorities at The George Washington University (04/2)

WHEREAS, it is a stated goal in The George Washington University Strategic Plan for Academic Excellence to move GW into the ranks of the top-tier research institutions through continued and enhanced facilitation of faculty scholarship and research growth; and

WHEREAS, stated goals of The George Washington University Strategic Plan for Research include developing a more supportive research culture and environment at GW, increasing the quality and quantity of research by both faculty and students, increasing the amount of sponsored research at GW, and enhancing the reputation of GW as a research oriented university; and

WHEREAS, implementation of these goals requires that "GW will support increases in the quantity and quality of funded and unfunded faculty research and scholarship essential to the University's overall prestige," as stated in the Strategic Plan for Academic Excellence; and

WHEREAS, while recognizing the recent efforts of the Administration of The George Washington University to increase the support of research infrastructure on the University, School, and Departmental levels, a review by the Senate Committee on Research has determined that the amount budgeted for support of research has been and still remains only a fraction of that which would be sufficient to accomplish these goals; and

WHEREAS, in particular, the budget for the Research Enhancement Incentive Award (REIA) program, which gives PIs, departments, and schools funds to reinvest in research in proportion to their sponsored research activity for such critical needs as proposal development, startup packages for new faculty, and equipment cost sharing vital to many grant proposals, has remained flat while research activity, productivity, and external funding has increased; and

WHEREAS, the REIA budget ($655,000) was insufficient in FY04 to fully fund REIA payouts under the current formula (which would have dictated a payment of $1,121,000 for FY03 research activity); and

WHEREAS, there is currently no mechanism to ensure that the REIA budget grows in proportion to the growth of research activity; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

1. **THAT**, as a first step in fulfillment of the above stated research goals, the Faculty Senate urges the University to institute a plan to fully fund REIA from indirect cost recoveries

and tuition paid by externally-funded grants and that a mechanism to ensure that the REIA budget grows in proportion to the growth of research, where, based on the current formula and an estimated 15% in the average growth in external grant indirect costs and tuition, the additional funding needed for FY05 is $645,000 (an estimated payout of $1,300,000 - $655,000), and the additional funding needed for FY06 is $195,000 ($1,495,000 – $1,300,000);

2. **THAT**, understanding the importance of prioritizing objectives, the Faculty will continue to work with the Administration to develop other specific research priorities to be pursued aggressively over the next 3-5 years and to recommend mechanisms for funding these priorities;

3. **AND THAT**, more generally, the Dean of each school or college be encouraged to continue to support research at The George Washington University and that the University endeavor to set budgeting priorities in accordance with the fulfillment of the above stated research goals.

Faculty Senate Committee on Research
March 26, 2004

Adopted May 7, 2004

REPORT OF THE EXECUTIVE COMMITTEE
Arthur E. Wilmarth, Jr., Chair
May 7, 2004

I would like to extend my congratulations and a warm welcome to the new members of the Senate. All of us look forward to working with you.

On behalf of the Executive Committee, I offer the following report:

I. RESOLUTIONS

The Faculty Senate adopted eleven resolutions during the 2003-04 session. The Executive Committee has forwarded these resolutions to the President for his response. When the President's response is received, it will be distributed to members of the Faculty Senate with the Senate's agenda.

The Executive Committee has also forwarded to the President substitute Resolution 03/1 adopted by the Faculty Assembly, which provides for amendments to the Faculty Organization Plan. These amendments revise the list of Schools in Article III of the Organization Plan and also authorize representation of the School of Public Health and Health Services on the Faculty Senate and the Executive Committee. These amendments must be approved by the Board of Trustees.

II. STATUS OF PERSONNEL MATTERS

Grievances

The hearing for a grievance in the Columbian College of Arts and Sciences was recently completed. The hearing panel issued a unanimous decision in favor of the University. The grievant did not appeal, and the decision has become final. Another grievance in the Columbian College is proceeding through the hearing process.

A grievance in the School of Business has been recently filed, and mediation is expected to begin in the fall.

Nonconcurrences

No nonconcurrences have been received by the Executive Committee with respect to faculty recommendations for tenure or promotion issued during the 2003-04 academic year.

III. ACTIONS OF THE EXECUTIVE COMMITTEE

The Senate Research Committee has provided the Executive Committee with a report indicating a strong need for revisions to the University's Patent Policy. The Executive Committee intends to appoint the following faculty members to an ad hoc committee to propose revisions to the Patent Policy: Professor William J. Briscoe (faculty

co-chair), Professor Robert F. Brauneis, Professor John H. Carson, Professor Jerald Feinstein, and Professor William B. Weglicki. The Executive Committee has asked Executive Vice President Lehman to designate the Administration's representatives to this ad hoc committee.

The Executive Committee has sent a memorandum, dated April 23, 2004, to the University's Office of Compliance regarding a new poster (entitled "What Would George Say") that is being used by the Office of Compliance to inform the University community about the existence of the Regulatory Compliance Help and Referral Line ("Referral Line"). The Executive Committee's memorandum expresses the understanding of the Faculty Senate that the Referral Line will continue to operate strictly in accordance with the guidelines set forth in the University General Counsel's memorandum dated November 5, 2002. The General Counsel's guidelines for the Referral Line were established after extensive consultation with the Faculty Senate. Assistant Vice President for University Compliance Colin T. Clasper has confirmed that the Referral Line will continue to operate in conformity with the General Counsel's guidelines.

IV. ANNUAL REPORTS

The annual report of the Chair of the Executive Committee for the 2003-04 session of the Faculty Senate will be distributed with the minutes of today's meeting.

Chairs of Senate Standing Committees for the 2003-04 session who have not yet submitted annual reports for their respective Committees should do so during the coming week, so that those reports can be distributed with the minutes of today's meeting.

The Executive Committee urges the newly constituted Standing Committees to begin their work as soon as possible and to hold their first meetings at the beginning of the fall semester. Over the course of the summer the Executive Committee will send to Committee Chairs various matters for consideration by their Committees.

A member of the Executive Committee has been assigned to each Standing Committee to serve as a liaison between the two Committees. Each Executive Committee liaison has been asked to meet with the Standing Committee's Chair by the beginning of the fall semester.

V. ANNOUNCEMENTS

The next regular Senate meeting is scheduled for September 10, 2004. Resolutions and/or reports to be included on the agenda for the September meeting should be submitted to the Executive Committee not later than August 27, 2004.

In closing, I would like to extend my best wishes to all members of the Faculty Senate for a healthy, happy, and productive summer.

Thank you.

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

The Faculty Senate April 28, 2004

The Faculty Senate will meet on Friday, May 7, 2004, at 2:10 p.m., in the Marvin Center, Room 310

AGENDA

1. Call to order

2. Introduction of new members

3. Approval of the minutes of the regular meeting of April 9, 2004, as distributed

4. Resolutions

   (a) A RESOLUTION ON CONSTRUCTION OF NEW SCIENCE FACILITIES AS THE TOP PRIORITY AMONG NEW ACADEMIC STRUCTURES (04/1) (Resolution 04/1 attached)

   (b) A RESOLUTION ON RESEARCH PRIORITIES AT THE GEORGE WASHINGTON UNIVERSITY (04/2) (Resolution 04/2 attached)

5. Introduction of Resolutions

6. General Business:

   (a) Approval of dates for regular Senate meetings in the 2004-05 Session recommended by the Executive Committee, as follows: May 7, 2004, September 10, 2004, October 8, 2004, November 12, 2004, December 10, 2004, January 21, 2005, February 11, 2005, March 11, 2005 (at 3 p.m.), April 8, 2005

   (b) Nomination for re-appointment by the President of Professor Scott B. Pagel as Faculty Senate Parliamentarian for the 2004-05 Session

   (c) Nomination for election of Professor Joan E. Schaffner (GWLS) to serve a three-year term on the Dispute Resolution Committee commencing May 1, 2004

   (d) Nominees for election of Chairs and members of Faculty Senate Standing Committees for the 2004-05 Session (list to be distributed at the meeting)

(e) Nomination for appointment by the President to the following Administrative Committees: Joint Committee of Faculty and Students: Ralph O. Mueller, Faculty Co-Chair; Magdalene F. Ferretti, Mamoon Hammad, Amy J. Mazur, Edward M. Robinson, Phyllis M. Ryder, and Harry E. Yeide;

(f) Nomination for appointment by the Board of Trustees to the following Committees: Trustee's Committee on Academic Affairs: Arthur E. Wilmarth, Jr.; Trustee's Committee on Student Affairs: Ralph O. Mueller; Trustee's Committee on External Affairs: Cynthia Lee; Trustee's Special Committee on Information Technology: Philip W. Wirtz

(g) Nomination for election by the Faculty Senate to the Student Grievance Review Committee: Mary Beth Bigley, Jeffrey Brand-Ballard, Katherine Goodrich, Catheeja Ismail, Susan LeLacheur, Stephen McGraw, Patrick McHugh, Mark Mullen, Thomas Quasney, and Edward Robinson

(h) Report of the Executive Committee: Professor Arthur E. Wilmarth, Jr., Chair

(i) Annual Reports of Senate Standing Committees

6. Brief Statements (and Questions)

7. Adjournment

Dennis L. Geyer

Dennis L. Geyer
Secretary

A RESOLUTION ON CONSTRUCTION OF NEW SCIENCE FACILITIES AS THE TOP PRIORITY AMONG NEW ACADEMIC STRUCTURES (04/1)

WHEREAS, science and technology have a critical impact on all life, and;

WHEREAS, investment in science facilities and science programming is an investment in the future of students, of the Institution, and of society, because it creates the opportunity for:

- strengthening teaching and learning at the undergraduate and graduate levels;
- increasing the enrollment and retention of talented science majors, in general, and diversity among science majors, in particular;
- attracting and retaining accomplished undergraduate students, whatever their major;
- increasing the number of non-science majors who enroll in science courses;
- bringing to students a command of the tools of focused inquiry, mentored discovery-based learning, collaborative problem-solving, writing, quantitative and informational literacy, and information exchange essential for work and lifelong learning;
- improving post-graduate outcomes in graduate/professional school acceptances and job placements;
- recruiting and retaining outstanding faculty;
- attracting exceptional graduate students and postdoctoral researchers in the sciences;
- improving professional placement of doctoral graduates;
- enabling collaborations and emerging interdisciplinary interactions in teaching and research;
- increasing research involvement and productivity for students and faculty;
- increasing competitiveness for external grants for such purposes as research, curriculum and faculty development, and instrumentation;
- enhancing connections to area external partners, e.g., the NIH, the Smithsonian; The Institute for Genome Research, the Goddard Space Flight Center, the Children's National Medical Center, the Naval Research Lab, and National Institute for Standards and Technology;
- expanding technology infrastructure through state-of-the-art laboratories and general purpose classrooms;
- affecting the University community in a positive manner with respect to morale, inspiration, involvement, collegiality, cooperation, and social interaction;
- attracting benefactors, engaging alumni, and expanding the endowment; and;

WHEREAS, an investment in science facilities and science programming advances the Institution's Strategic Plan for Academic Excellence by creating the opportunity for:

- delivering engaged and consequential undergraduate education;
- becoming a tier-one research institution;
- promoting quality, highly visible, revenue-generating graduate education;
- recruiting and retaining a diverse, nationally and internationally known, faculty producing increased research;
- leveraging the D.C. environment to deliver a world-class education;
- integrating research and teaching to solve problems in the urban environment;
- fostering a sense of community through a unified approach to science, and;

WHEREAS, understanding the draw of science and the revolution that is occurring within it, local universities, competing universities, aspirant universities, and schools of lesser status have constructed or committed to construct new science facilities, and;

WHEREAS, new science facilities will benefit other Schools, other CCAS disciplines and disciplines within the Schools that depend on excellence in the basic sciences both in academics and research, by providing the opportunity for:

- access to additional technology-enabled general use classrooms;
- flexible arrangements to accommodate the changing landscape of science;
- greater integration of mathematics, statistics, and computational sciences with other disciplines across the University, and;
- enhanced opportunities for cross-disciplinary collaborations, and;

WHEREAS, the construction of new science facilities and the accompanying benefits would have such a major immediate and future impact on the Institution, that funding by revenues generated by individual gifts, capital campaigns, indirect cost recovery, reallocation of funds, and new revenues (e.g., financial value derived from the old hospital site, tuition-generating programs and certificates) is justified, and;

WHEREAS, the quality and quantity of existing science facilities and science programming deprive the students, the Institution, and society of the full-benefits cited above and thus, undermine the effort of the Institution to achieve the goals stated in the Strategic Plan for Academic Excellence, **NOW, THEREFORE,**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

(1) That the Faculty Senate endorses the investment in new science facilities that accommodate the physical, life, and mathematical sciences and science programming as the **top** priority among future academic projects; and

(2) That the new science facilities will be defined with respect to size, site, use (school-wide, university-wide) and program goals through a careful collaborative planning process that includes science and non-science faculty, academic deans, campus planners and architects, advancement staff, and budget officers.

INTRODUCTION

The Executive Committee of the Faculty Senate requested (September 17, 2003) that the Physical Facilities Committee identify the most pressing academic need with respect to the construction of new facilities in light of the approaching availability of the old hospital site. It became apparent quickly that Annual Reports filed by previous Physical Facilities Committees from 1996 forward spoke to the need for new science facilities. (Perhaps even earlier committee reports, not reviewed by the present committee, speak to this need. Dean Caress spoke of the promise of a new science building when he was recruited to GW which indicates long-term recognition by some of the need). In this eight year period of time, we have seen the actual or planned construction of several academic buildings-Media and Public Affairs, ESIA, Law School addition, SBPM under construction, and a School of Engineering addition in the planning stages. Moreover, in 1985, members of the Commission on the Year 2000 made 18 recommendations in their report to President Elliott on strategic planning. In June 2001, President Trachtenberg in an address to the Board of Trustees noted that only one of these recommendations was not met, to provide "At the earliest possible time, … modern laboratories for teaching in the natural sciences and engineering, and additional facilities to support research and teaching in these areas." Thus, the Physical Facilities Committee, convinced of the need for new science facilities, took on as its charge, with the approval of the Executive Committee, the development of a rationale in support of new science facilities.

The Committee met eight times during the fall and spring semesters and communicated electronically between meetings. The Committee met with Columbian College Dean Frawley, Executive Vice President Lehman, Vice President for Advancement Bond, and Executive Vice President and Treasurer Katz. Based on information gained from these meetings, review of PKAL (Project Kaleidoscope) reports, review of the University's Strategic Plan for Academic Excellence, and research conducted by members of the Committee, the Physical Facilities Committee submits to the Faculty Senate a Resolution on the Construction of New Science Facilities as the Top Priority Among New Academic Structures.

The committee's charge did not include recommending a size or site for new science facilities. While the old hospital site could, indeed, be the location for new science facilities and/or be a source of new revenue to finance new facilities either on that or other property, the committee agreed that the future use of the old hospital site should be leveraged to best benefit the Institution. Implicit in the Committee's position is the view that revenue/space derived from the old hospital site should contribute toward construction of new science facilities.

THE RESOLUTION

WHEREAS, investment in science facilities and science programming is an investment….. (supported by PKAL Report; " What Differences Do New Facilities Make?"--excerpts in attachment 1 and full copies available in the Senate office)

PKAL is self-described as an informal alliance of individuals and institutions engaged in the work of transforming undergraduate programs in science, mathematics, engineering, and technology (SME&T). Since its beginning in 1989 with continued support from NSF, the work of PKAL has given attention to all aspects of undergraduate SME&T environment—faculty, curriculum, facilities, as well as larger institutional and national

issues. In 1997 the PKAL Committee of Visitors (COV) made site visits to eight colleges and universities, representing the wide diversity of higher education that had made major investments in facilities and programs. Their intent was to answer the question—What differences do improved facilities make? The COV sought to determine if and how the investment paid dividends with respect to student learning, as well as the extent of institutional transformation gained by new and renovated spaces. Until this study, the impact of improved facilities may well have been self-evident, but "knowing that this is so is one thing; demonstrating it is another". No previous effort had been made to gather data and information on the impact of facilities improvements on: student learning; faculty productivity; departmental and institutional enrollments; and institutional vigor. The PKAL report supports each of the bulleted items that relate to impact on faculty and undergraduate education (the study did not address graduate education) in this clause. However, it is reasonable to extrapolate PKAL's conclusions on undergraduate education to graduate education.

WHEREAS, an investment in science facilities and science programming advances ... (See strategic goals 1,3,4, 5 and 6 in the document, "Sustaining Momentum, Maximizing Strength." Excerpts are given in attachment 2).

WHEREAS, understanding the draw of science and the revolution that is ... (Information collected from websites and telephone contact.)

Schools constructing/ planning construction of new science facilities

Aspirant	Competitors	Local
Yale-blueprint for future calls for new science facility	USC-construction set to begin on 100,000 sq. ft. facility	U.Maryland-College Park-new chemistry wing, 67,000 sq. ft.
Harvard Medical School- new research bldg, 525,000 sq. ft., began 9/03	Penn-Vagelos Labs, 102,000 sq. ft. new facility for bioeng., chem., chem.eng., medicine	new engineering bldg., 160,000 sq. ft., open 2005
	Commitment to construct new life sciences bldg.	new bioscience bldg., 138,000 sq. ft., construction begins 6/04
184,000 sq. ft., completion	BU-life sciences, eng. bldg., 7/05.	
NYU- new instrument ctr.	just opened.	
	Vanderbilt-new medical research bldg.	
	Notre Dame- new science hall for chem., biochem., biol., physics, 202,000 sq. ft., construction underway	

WHEREAS, new science facilities will benefit other Schools, other CCAS....

GW has many likely internal partners that will benefit from new science facilities:

- The School of Engineering has major efforts in computational biology, materials development, and transportation analysis that could be natural partners in new science facilities. Biomedical engineering, an area of Selective Excellence, could benefit from new facilities through existing relations with the biomedical sciences;
- The Law School with strength in intellectual property law and patented work therefrom has a common interest with CCAS;
- The SMHS has a significant shared interest in new science facilities. Doctoral degrees in the six biomedical science programs are awarded by CCAS. Existing cooperative research arrangements between faculty in the SMHS and CCAS could be enhanced;
- The SPHHS has programs in health services, health policy and exercise science that dovetail with basic and applied scientific inquiry;
- The Elliott School is connected to science through its Center for International Science and Technology Policy and its Space Policy Institute;
- The SBPM has efforts in technology and involvement in business issues in science and technology in an international context and,
- The GSEDH has worked with CCAS on science and mathematics education and is considering BA/MEd programs to train K-12 science and mathematics teachers.
- The CCAS has disciplines within the college with distinct but not readily apparent interests in the sciences e.g., geography with programs in mapping and physical geography; psychology with programs in cognitive psychology, and anthropology with a focus on human origins.

WHEREAS, the construction of new science facilities and the accompanying benefits....

The benefits to the Institution of new science facilities have been identified in previous WHEREAS clauses. Funding for new science facilities is major. Do the benefits derived justify the cost? The Executive Vice President and Treasurer, Louis Katz, in a meeting made several key points with the committee:

- The need for new science facilities is "pretty well documented";
- New science facilities would really need to move the Institution forward, and if they do, "new facilities can be made to happen".
- Dollars for construction come generally from reallocation of funds, fund-raising, and indirect cost recovery. However, at this time there is the unique opportunity to use financial value from the sale of the old hospital site to pay for new science facilities.
- A facility for school-wide use would occupy 100,000-200,000-sq. ft., and one for university-wide use would occupy 300,000-400,000 sq. ft. The estimated cost/sq. ft. is $300-400. Thus, new facilities would cost between $30,000,000-$160,000,000. The VP could not imagine that the scale of the final facility decided would cost less than $50,000,000.

The committee reviewed the construction costs (reported in the 2003 PKAL Assembly Report) for numerous new science facilities that were built between 1995-2003. The new science facilities ranged in size from 9000 to 264,000 sq. ft. at a cost of $125-$258/sq.ft. for a total cost ranging between $3,250,000- $66,400,000. The higher projected cost (VP Katz) for science facilities at GW may be attributed to the region and time to future construction.

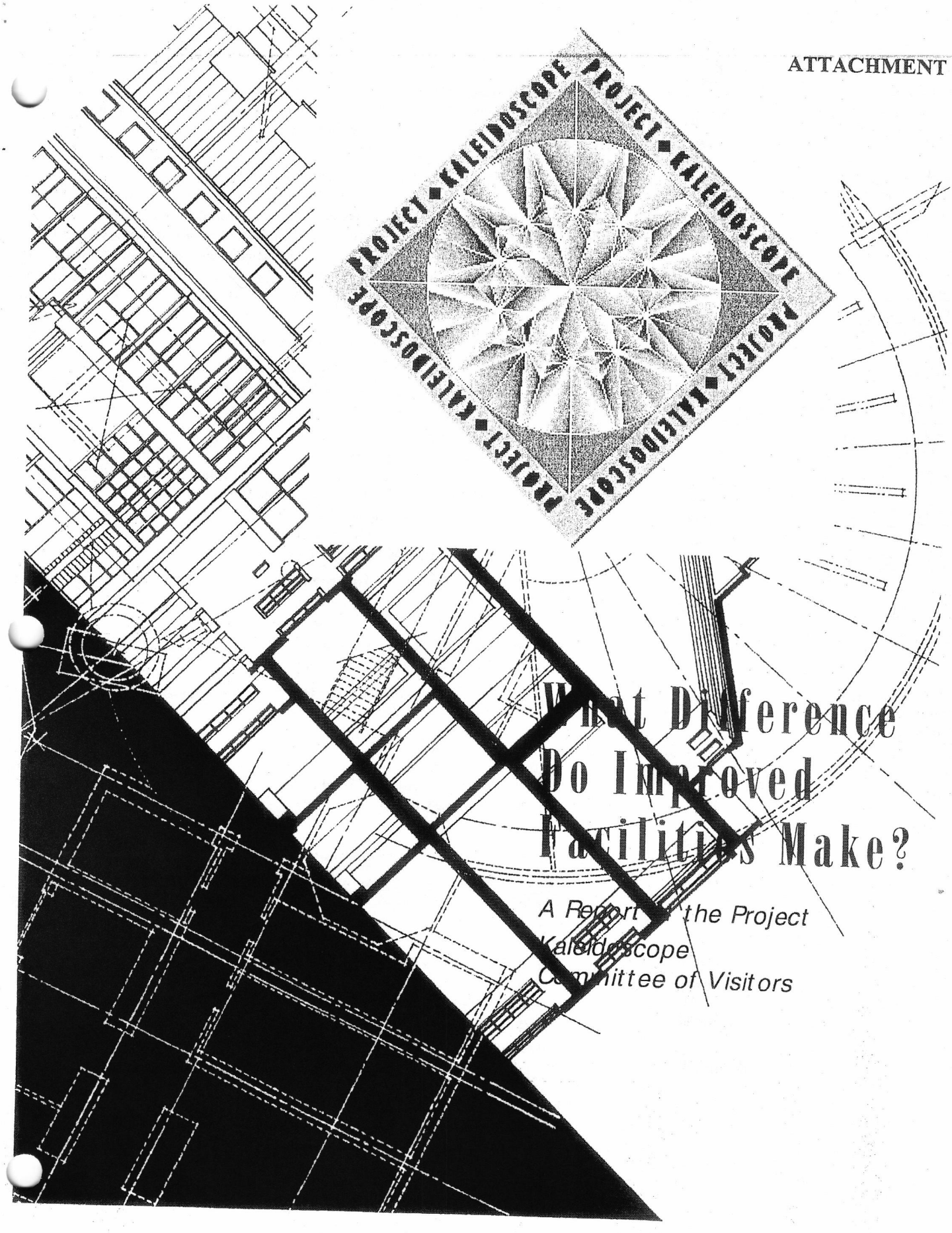
WHEREAS, the quality and quantity of existing.... (Information gathered from Dean Frawley.) Sciences in CCAS occupy about 90,000-sq. ft. of space distributed across campus. This is less than half that needed, and the present space configuration is counterproductive to unity and

resource sharing. Demand on instructional laboratory facilities and related teaching space for courses exceed capacity. Physics is distributed across six buildings and three campuses. Teaching laboratory infrastructure is outdated. Students report better high school facilities (Hatchet 10/03). Chemistry is located in Corcoran Hall, built in the 1920's and brought to Code in 1987. The building has no loading dock, no elevator adequate to move large equipment, no roof space for additional exhaust ducts, inadequate equipment storage space, lab classes are saturated and students denied access (labs operate from 8:00 a.m. to 10:00 p.m. M-Th). There is inadequate laboratory space for undergraduates, in general, and majors, in particular, to conduct undergraduate research. Biology and Geology are located in Bell Hall. About 30% of the space have been renovated in stages over the past 30 years. There is no room for additional funded research or instrumentation advancement. There are a lack of adequate office space for new faculty and a lack of laboratory space to train students, in general, and majors, in particular. Forensic Science has about 1700 sq. ft. of laboratory and teaching space and only 300 sq. ft. of this is dedicated to research. This is a program with great potential, due to heightened interest in the field, to grow its MA programs. Anthropology occupies about 1800 sq. ft. distributed across Lisner Hall, Phillips Hall, and building BB. Mathematics located in Funger Hall is scheduled to move into temporary space in Old Main in August 2004 for an indefinite period.

Approved and respectfully submitted by the Physical Facilities Committee,

Jerome Danoff
Robert Donaldson
Linda Gallo (Chair)
Michael King
Donald Paup
Bradley Sabelli
George Stephens
Jean Pec (ex officio)
Anyah Dembling, student member (ex officio)

ATTACHMENT #1



What Difference Do Improved Facilities Make?

A Report of the Project Kaleidoscope Committee of Visitors

enable flexible scheduling and
use, accommodating students
with different learning styles and
different career aspirations

play a role in recruiting strong
faculty, as candidates see the
value the institution places on
these disciplines and their
commitment for the future

accommodate emerging
interdisciplinary thrusts in
teaching and research

feature expanded technology
infrastructures that support
programmatic reforms based on
an increased use of instructional
technologies, and bring to
students a command of the tools
of information exchange essential
for work and life-long learning

leverage the search for external
support, making the institution
more competitive in obtaining
grants for research, curriculum,
faculty development and
instrumentation

be an occasion for revisiting
institutional priorities, and for
onsidering the allocation or
reallocation of resources so that
hose priorities can be funded
over the long term.

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THE COMMITTEE OF

Project Kaleidoscope (PKAL) is an informal alliance of individuals and institutions engaged in the work of transforming undergraduate programs in science, mathematics, engineering, and technology.

Since its beginning in 1989 with support from the National Science Foundation, the work of PKAL has been kaleidoscopic, giving attention to all aspects of the undergraduate SME&T environment—faculty, curriculum, facilities, as well as to larger institutional and national issues. From an initial base of primarily liberal arts colleges, colleagues and partners from other kinds of institutions—public and private, large and small—have joined in the work of getting science education right. Since Phase II began in 1992, nearly 3400 individuals from over 660 colleges and universities have participated in one or more PKAL activity. Phase III began in 1998.

Current support for Project Kaleidoscope comes from:

- **The Exxon Education Foundation**—
  For the PKAL Faculty for the 21st Century Program
- **The National Science Foundation**—
  Directorate for Education and Human Resources/Division of Undergraduate Education—
  For the Undergraduate Faculty Enhancement Workshops
  Office of Science and Technology Infrastructure—
  For the Facilities Committee of Visitors
  Directorate for Biological Sciences—
  For the PKAL F21 Leadership Institutes
- **The Fund for the Improvement of Postsecondary Education, U.S. Department of Education**—
  For the Phase III Core Institution Program
- **The W.M. Keck Foundation**—
  For the Keck/PKAL Consultant Program
- **The Camille and Henry Dreyfus Foundation, Inc.**—
  For the Chemistry Writing Project

PKAL has also received grants from:

- The Research Corporation
- The W.K. Kellogg Foundation
- The Pew Charitable Trusts



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Opinions expressed are those of the authors and not necessarily those of the Foundation

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ICO/PKAL—Suite 803
1730 Rhode Island Avenue, NW
Washington, DC 20036
Phone: 202-232-1300
Fax: 202-331-1283
pkal@pkal.org
http://www.pkal.org

COV FINDINGS

New facilities enable an expanded technology infrastructure that:

- **gives students greater access to data from external sources and from college networks at all hours of day and night**
- **supports a variety of programmatic reforms that require increased instrument use, making them more available and providing more independence in their use**
- **encourages greater institutional support for faculty and staff to use computers for more than word processing**
- **raises the expectations for and use of technologies across campus**
- **brings students a command of the tools of information exchange essential for work and for life-time learning.**

Findings—*Teaching and Learning*

Improvements in pedagogy. Efficient, attractive classrooms and laboratories equipped with modern instrumentation and advanced computer technologies create an environment that encourages innovative teaching and expanded research opportunities for undergraduates. For example, at RPI, the replacement of formal lectures by interactive modes of learning (the "studio" method) is enhanced by the flexible, modular arrangement of furniture and computers in classrooms.

Six of the institutions visited incorporated advanced computer technology that, together with programs that train faculty in its use and potential, expand pedagogic opportunities. The modern technology permits increased access to and analysis of data generated with sophisticated instruments. In Carleton College's Huling Hall, for example, images that originate from electron microscopes can be sent throughout the building, displayed on a computer monitor for individual analysis by students, or projected for classroom viewing.

Student research. The importance of an undergraduate environment that is 'research-rich' was evident at several of the institutions visited. Dedicated space suitable for individual or group research projects made possible expanded opportunities for students to do truly experimental work– to do science as scientists do science.

Carefully planned adjacencies of teaching laboratories, research laboratories, and instrument rooms, as at Kennesaw State University, permit wide sharing of expensive, sophisticated equipment, a cost-effective measure.

Student/faculty interactions. The new spaces generate increased faculty-student and student-student communication and collaborations in several settings, with peer-learning taking place in informal settings in hallways and alcoves as well as in formal settings in classroom and lab.

Classrooms and laboratories have been designed to permit easy circulation of faculty, or grouping of students for discussion during laboratories. Social spaces adjacent to faculty office clusters, or at major intersection points of traffic, facilitate impromptu as well as scheduled get-togethers. At Xavier University of Louisiana, reporting of student research at local and regional conferences is stressed as part of their extensive student mentoring programs.

The COV found that the contrast to the previous facilities heightened the impact of new space on teaching and learning.

Findings–*Institutional Impacts*

Enrollments. The interplay between new facilities and enrollments is complex. Science *majors* increased at most, but not all of the institutions. Total science *enrollments* increased at a faster rate than total institutional enrollments, apparently due at least in part to the new facilities. Such enrollment increases also reflected greater institutional attention to attracting non-majors into the study of science and mathematics. Reflecting national trends, the enrollment increases were concentrated primarily in biology and computer science. At Carleton College, which maintains a steady-state in total enrollment, science enrollments increased *after* the new facilities were opened.

Faculty. The most visible impacts of improved space were on morale, which improved greatly at all of the institutions, and faculty effectiveness. Faculty noted that their time can now be redirected in constructive ways (working directly with students) and away from such issues as safety of obsolete equipment. The improved meeting spaces, both formal and informal, have led to increased faculty interactions between departments. A positive effect on recruiting strong new faculty as a result of up-to-date facilities was mentioned at Grand Valley State University, Kennesaw State University and the University of Oregon, and is likely to be the case at the other institutions as new searches take place.

Planning. The COV found ample evidence of the value of an open, detailed planning process, with broad involvement of various sectors of the campus community, including administrators, students, staff, and faculty colleagues from all disciplines.

This was most evident at the University of Oregon, which has a rich heritage in campus-planning policy, dating back to the early 20th century. Leaders of the science faculty who were to become the users of a nine-building complex were involved in all stages of the planning and played the major role in the decisions taken. Faculty from non-science fields were also enlisted in the planning. A strong faculty/administrative "shepherd" provided leadership and continuity during the long process. The resulting complex of buildings has reinforced the University's commitment to interdisciplinary Institutes, by "horizontally" integrating each Institute on a contiguous floor of various connected departmental buildings.

The planning process at several institutions served to educate various constituencies about the activities of the others, and brought to the fore institutional versus disciplinary priorities.

COV FINDINGS

Improved facilities, with spaces designed to accommodate a community of scholars:

- **encourage communication between students and faculty and informal use by students**
- **make science a more visible and more central part of the education for all students**
- **support the development of programs that bridge the disciplines, and offer students opportunities to develop majors that link the sciences with other disciplines**
- **play a significant role in attracting strong new faculty to the campus.**

In all eight projects, architectural siting and distinction were important design criteria. At the University of Oregon, the new buildings connected and hid old ones that were unattractive anomalies on the campus. The science complex now forms a new and beautiful segment of campus, which is visited and used by all members of the University. At The Claremont Colleges, the Science Center is a handsome structure strategically located at the corner of the three abutting campuses of the colleges that together administer the Joint Science Department. The Science Center at Washington and Lee University, joined by bridging two historic science buildings, fits in with the existing historic nature of the campus yet provides a sophisticated modern facility that opens up the back half of the campus and creates a new campus axis.

Facility Issues. Major physical space issues varied at each institution. Informal spaces for student and faculty interaction, while often singled out for their importance, were sometimes scaled down due to budget cuts; classrooms were also scaled down at some institutions. However, the value of community space was emphasized in the personal interviews, and was quite evident in the tours through several of the new facilities. Issues in regard to safety and accessibility were also addressed in the planning.

Financial Issues. The COV noted a strong two-way synergism between new building projects and grant funding.

At Xavier University of Louisiana, selection by the NSF as a "Model Institution for Excellence" helped to generate the programmatic needs for improved infrastructure. At other institutions, the availability of a first-class facility strengthened applications to external agencies for program, faculty development, and equipment.

Operating costs rise with expanded or improved science facilities. For example, Padnos Hall at Grand Valley added 30% to total academic space utilities, and required hiring an extra engineer. The COV found that, most often, plans had been made for covering these costs.

Once opened, new science buildings can play an important role in future fund raising. Several of the elegant structures visited are used by development, university relations, and admission offices for presentations to donors, friends, and prospective students and parents.

These buildings, individually and collectively, are a visible commitment to quality undergraduate programs in science, engineering, technology and mathematics, and a reminder that such programs will be a hallmark of institutional excellence for the 21st century.

COV FINDINGS

Improved facilities make a difference as they:

- **provide space for expanding enrollments, particularly in biology and computer science**
- **affect enrollments by attracting exciting and excited students to the campus**
- **support greater involvement with teachers and students in regional elementary and secondary schools**
- **offer students spaces for research and study that are safe and easily accessible.**

The Need for Improved Undergraduate Facilities

Why are improved facilities needed? The campuses reviewed by the COV had a common story about the inadequacy of former spaces and structures for science.

Enrollments. Of the institutions visited, three had been experiencing dramatic increases in institutional enrollments (Grand Valley State University, Kennesaw State University and Xavier University of Louisiana), and most were responding to greater student interest in science/mathematics, creating higher course enrollments.

Obsolescence. At some institutions, facilities that were renovated or replaced dated from the early years of the 20th century and were manifestly obsolete. Even when facilities had been built more recently (during the Sputnik-inspired building boom of the 1960s), they were inadequate as contemporary learning environments. With time-worn systems, these outmoded facilities required significant work merely to achieve minimum safety standards and to meet current codes.

Obsolescence was evident from several perspectives, including:

- *pedagogical approaches:* facilities were outmoded in that their designs reflected out-of-date styles of teaching and learning
- *new directions in science:* facilities did not encourage the interdisciplinary interactions that are increasingly a part of research and education in the scientific and technological worlds
- *technologies:* emerging educational technologies that required updated infrastructure configurations of classrooms and labs could not be accommodated
- *research-rich environment:* the role of research and research-training in the education of undergraduate students was not recognized in planning for spaces built over 30 years ago.

Equally critical was the emergence of a new educational vision. Revisiting institutional missions and seeking to attract a broader student audience to the study of mathematics and the various fields of science, the COV institutions had determined that these fields of inquiry needed to be more visible. The fields needed to be seen as a more integral part of the undergraduate experience, and as a fitting preparation for a wide range of vocational and leadership opportunities for all students.

Conclusions

For over a decade, leaders of higher education have recognized that the environment for learning science and technology must change. The self-evident advantages of new, carefully planned facilities to maximize the benefits of these changes have been emphatically confirmed in the present study. The COV found rich synergism among curricular innovation and faculty and student morale, externally-funded grant support for programs and equipment and new facilities. The impact of new and renovated facilities has been significant. The students learning in these spaces will make an important societal contribution in years to come with the skills and capacities they are developing.

Has the investment demonstrated positive results and how do you know?

The COV answers to this question should be of value to other institutions in the process of planning for new spaces and structures for undergraduate programs in science and mathematics. Understanding how these spaces make a difference should also inform current discussions at the national level about shaping the future of these undergraduate programs.

What we learn from these eight projects advances our understanding about the relationship between the potential to develop human resources essential to shape our nation's future in a world of unprecedented scientific and technological opportunities; we also better understand the potential of the infrastructure that supports education, research-training, research and development in science and technology, mathematics and engineering.

As more undergraduates are exposed to science and mathematics in facilities that allow them to 'do science' under conditions that more closely resemble those found in contemporary and future work settings, they will be better prepared to move into positions in business and industry and academe that require scientific and technological skills. Equally important, these students will be better prepared for the difficult judgments about the economic, environmental, and ethical dimensions of science and technology that they will be called upon as citizens to make.

The heart of this report is in interpreting the human experiences that took place in the planning of and living and working in these new facilities. Every institution studied in the report discussed how the new environment affected human emotions and behaviors such as morale, inspiration, involvement, collegiality, cooperation, and social life. A building that does not welcome us, does not foster all sorts of team-work, and does not promote the vital connection among teachers and students, infrastructure and curriculum cannot contribute to improved teaching and student learning, to strong enrollments, to the potential for increased external funding, to greater research efforts and to ongoing planning for the future of the institution.

—Charles Weiss. The College of the Holy Cross.

ATTACHMENT # 2

(excerpts from "Sustaining Momentum, Maximizing Strength"—Strategic Plan for Academic Excellence)

The **academic vision** is that GW become one of the preeminent urban research universities in the nation and world, recognized for... externally funded research across the disciplines. The vision derives from society's need for continuing scientific discovery, applications of technology, and synthesis of information to create new understanding of, and solutions to, human and societal problems.

The **academic mission** is to provide faculty and students with the optimal environment...

GOAL 1: Move GW solidly into the ranks of the first-tier educational institutions through quality undergraduate education and selected top-ranked graduate programs, especially at the doctoral level.

- "building greater excellence in undergraduate education by increasing academic challenge, enhancing student engagement, and fostering greater student-faculty interaction."
- Recruit, retain, and graduate academically talented and able undergraduate students.
- Enhance student engagement in learning and discovery-based education... by expanding undergraduate research...

"Major factors influencing an institution's rankings and prestige are the quality of its doctoral programs and professional placement of its doctoral graduates. High-caliber graduate programs and students also play a key role in the recruitment and retention of excellent faculty and in the enhancement of the undergraduate learning experience."

- Recruit, retain, and graduate highly-qualified graduate students.
- Provide graduate students with a challenging learning environment...

GOAL 3: Move GW into the ranks of the top-tier research institutions through continued and enhanced facilitation of faculty scholarship and research growth.

- Recruit, reward, and retain an outstanding and diverse faculty. The faculty will be "recognized for excellence in research, scholarship, and teaching".

"Research plays a vital role in the life of the mind and in the solution of local, national, and global problems... the size and quality of GW's research enterprise contribute to institutional prestige, visibility, and the ability to attract and support top graduate students. GW will support "projects that capitalize on interdisciplinary strengths and assets of our faculty, centers, and institutes..." "Such investment will have major payoffs for student engagement as GW creates communities in which faculty, post-doctoral scholars, graduate students, and undergraduates work together at the forefront of discovery".

- Increase the quality and quantity of research and scholarship by GW faculty, graduate students, and undergraduate students.
- Increase externally-funded research grants and contracts.
- Build a strong, campus-wide undergraduate research scholars program.

- Support interdisciplinary research… to encourage cross-department and cross-school collaboration.

GOAL # 4: Continue to develop a strong sense of community.
" One element of academic excellence is a strong campus community characterized by diversity and a sense of inclusiveness"… "Students must have spaces and venues in which they can interact with fellow students and faculty"… "Faculty must have opportunities to collaborate with colleagues and to share their work on a regular basis"… "continue to provide opportunities for our students to benefit from our rich partnerships in the D.C. metropolitan area through research…"

- Create a campus environment that values… diversity.
- Increase the number of faculty from underrepresented minority groups…
- Promote and preserve a spirit of collegiality among GW faculty.
- "… offer social opportunities" to students.
- Enhance the quality of the teaching and learning environment and student-faculty interaction through the construction and renovation of academic… facilities.

GOAL # 5: Strengthen GW's infrastructure… Deliver new and expanded technology to all areas of the University.

- Equip an appropriate number of general purpose classrooms with state-of-the-art instructional technology to meet the needs of GW faculty.
- Maintain attractive, well-equipped classrooms, laboratories… and other physical facilities to support established academic priorities.

GOAL # 6: Maintain a strong financial base.
"New financial resources are required to… support undergraduate research, construct new academic buildings and laboratories…"

- Pursue multiple strategies for revenue generation, recognizing the value of income from external grants and contracts, new and expanded master's … programs, … and gifts from alumni, friends, foundations, and corporate partners".

A Resolution on Research Priorities at The George Washington University (04/2)

WHEREAS, it is a stated goal in The George Washington University Strategic Plan for Academic Excellence to move GW into the ranks of the top-tier research institutions through continued and enhanced facilitation of faculty scholarship and research growth; and

WHEREAS, stated goals of The George Washington University Strategic Plan for Research include developing a more supportive research culture and environment at GW, increasing the quality and quantity of research by both faculty and students, increasing the amount of sponsored research at GW, and enhancing the reputation of GW as a research oriented university; and

WHEREAS, implementation of these goals requires that "GW will support increases in the quantity and quality of funded and unfunded faculty research and scholarship essential to the University's overall prestige," as stated in the Strategic Plan for Academic Excellence; and

WHEREAS, while recognizing the recent efforts of the Administration of The George Washington University to increase the support of research infrastructure on the University, School, and Departmental levels, a review by the Senate Committee on Research has determined that the amount budgeted for support of research has been and still remains only a fraction of that which would be sufficient to accomplish these goals; and

WHEREAS, in particular, the budget for the Research Enhancement Incentive Award (REIA) program, which gives PIs, departments, and schools funds to reinvest in research in proportion to their sponsored research activity for such critical needs as proposal development, startup packages for new faculty, and equipment cost sharing vital to many grant proposals, has remained flat while research activity, productivity, and external funding has increased; and

WHEREAS, the REIA budget ($655,000) was insufficient in FY04 to fully fund REIA payouts under the current formula (which would have dictated a payment of $1,121,000 for FY03 research activity); and

WHEREAS, there is currently no mechanism to ensure that the REIA budget grows in proportion to the growth of research activity; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

1. **THAT**, as a first step in fulfillment of the above stated research goals, the Faculty Senate urges the University to institute a plan to fully fund REIA from indirect cost recoveries

and tuition paid by externally-funded grants and that a mechanism to ensure that the REIA budget grows in proportion to the growth of research, where, based on the current formula and an estimated 15% in the average growth in external grant indirect costs and tuition, the additional funding needed for FY05 is $645,000 (an estimated payout of $1,300,000 - $655,000), and the additional funding needed for FY06 is $195,000 ($1,495,000 – $1,300,000);

2. **THAT**, understanding the importance of prioritizing objectives, the Faculty will continue to work with the Administration to develop other specific research priorities to be pursued aggressively over the next 3-5 years and to recommend mechanisms for funding these priorities;

3. **AND THAT**, more generally, the Dean of each school or college be encouraged to continue to support research at The George Washington University and that the University endeavor to set budgeting priorities in accordance with the fulfillment of the above stated research goals.

Faculty Senate Committee on Research
March 26, 2004

The George Washington University
Faculty Senate Committee on
Admissions Policy, Student Financial Aid, and Enrollment Management
Annual Report (2003-2004)

Faculty Senate Committee on Admissions Policy, Student Financial Aid, and Enrollment Management held four meetings this year. At these meetings we reviewed data on undergraduate and graduate admissions and financial aid. The committee has been greatly assisted by the Director of Undergraduate Admissions, Kathy Napper who has continued to provide valuable information summarized in this report. Financial information has been provided by Daniel Small, Director of the Financial Aid Office. Graduate enrollment and financial aid information has been provided by Kristin Williams, Director of Graduate Student Enrollment Management, and Geri Rypkema, Director of the Office of Graduate Student Assistantships and Fellowships.

The role of this committee is believed to be as a conduit/ liaison between the administration and faculty; this is believed to be the only faculty committee where the officers of the undergraduate and graduate admissions and financial aid offices are *ex officio* members. While this committee has not made any policy decisions or recommendations in the recent years, issues of interest to the faculty have been, and continue to be, conveyed to the administration through this committee. The administration also conveys information of vital interest to the faculty via this committee.

Here is some of the information the committee reviewed this year.

Undergraduate Admissions

In the current application cycle for the Class of 2008, we have received more than 20,000 applications. The applications for ESIA are up—the school would like to see a cap of 500 freshmen this year. Targets for various schools this year are: CCAS- 1490; SBPM- 275; SEAS- 135; SPHHS- 25. We accepted 1150 early decision students in ED-I and ED-II; this is 200 more than last year. Our admit rate is about 38% and we are putting more students on waiting list. Last year we had 1200 students on waiting list; this year the number is somewhat larger.

Last year, GW received 18,600 applications for undergraduate admissions and we admitted 38.4% of the total. The yield rate was 32.4% and we brought in 2,300 freshmen. In addition, we brought in 230 transfers. The average SAT of the Class of 2007 is 1270, which is up 10 points from the previous year. The number of incoming students who are in the top 10% of their graduating class went up 65%. (Note: 130 applicants forfeited their deposits.) Gender breakdown of the freshmen class in Fall 2003 is: 59% women, 41% men. As of the census date for Fall 2003, we had enrolled 2261 students (which was about 140 below the target); we had also accepted 150 from the waiting list.

At one meeting of the committee, we discussed the issues of minority recruitment and whether we are doing anything different currently to recruit more minorities. We learned that the Hispanic numbers went up this year while African American numbers were flat. GW is taking a variety of initiatives to increase minority enrollments.

Tuition Rates and Financial Aid

GW has announced a fixed tuition program for the incoming freshmen class; the tuition rate of $34,000 is approximately 16% above the current year's tuition. GW would guarantee certain level of financial aid to a student if he/she is eligible for institutional financial aid. Note: other schools have done fixed rate tuition in the past but have not guaranteed aid. Our 7 year BA/MD program tuition rate for Fall 2004 is set at $41,563; these students get $15,000 tuition discount and receive no other merit aid.

Of the 5,404 undergraduate financial aid awards in 2003-04, need based awards totaling $59.3m went to 3,642 students and merit based awards totaling $23.9m went to 1,762 students. This contrasts with the previous year's data: in 2002-03, need based awards totaling $52.6m went to 3,375 students and merit based awards totaling $24.7m went to 1,920 students. It is noted that families are very concerned with the high costs and about 60% of undergraduates are on some sort of financial aid. Grants generally constitute 70% of the financial aid and the rest is loans. Average merit based awards are in $12-14k range while average need based awards are $16k. There is more reliance on loans and the financial aid office dealt with loan amounts totaling $100m last year; this year the total is expected to increase to $110m. The university is holding down on merit money so more money can be given to need based students.

The undergraduate discount rate for the next year (2004-05) has been set at 36%-- currently it is 35.2%. A total of $100 million is projected as financial aid for undergraduates for 2004-05; of this money, about $75 million has been allocated to continuing students leaving $25 million for the freshmen class. Total money administered by the financial aid office is $220 million—this includes graduate loans. Most of the money is disbursed in the spring; we ran out of money in August 2003 though we try to keep $1-2 million for special cases.

The Student Financial Assistance office had processed $49 million in loans for graduate students by the end of November 2003; this number was up from $45 million the previous year. A total of 2,800 graduate students have loans through this office. The loan packages consist of a combination of subsidized and unsubsidized loans: graduate students can borrow a maximum of $8500 per year in subsidized loans; up to $18,500 may be borrowed as Stafford loans where the interest can be deferred. Undergraduate (including parents) loans in November 2003 totaled $54 million; which compares with $47 million total in Nov 2002. GW acts as the lender for graduate students.

Graduate Enrollments and Financial Aid

The next year's graduate tuition has been set at $876 per credit hour + $1 per credit hour for student association fee. Financial aid is set with 23.7% discount rate for the next year. There might be some increases in graduate aid and the discount rate may go up to 24%. There is new discretionary money of $900,000 and there will be extra money for all schools. The plan is to zero in on the academic excellence programs. On the graduate side, we would like to increase the Master's degree enrollment.

Merit aid administered by the Office of Graduate Student Assistantships and Fellowships had an operating budget of $14.48 million last year. We rely on programs to bring in grants and outside

fellowships. As an example, the Scottish Rite Endowment has available $700,000 for graduate students; Hyundai Corporation has a large endowment earmarked specifically for Korean students who must be on J-1 visas. GW charges no overhead on non-sponsored projects fellowships, funded from the outside. A lot of this money goes to biomedical programs. On sponsored projects, we attempt to match stipends to graduate students with tuition grants though it is not done in SEAS where permission of the dean is needed.

The overall graduate enrollment numbers are up this year; PhD numbers are up while Master's numbers are down. International numbers did not drop this year. Graduate certificate program numbers are down somewhat. The Business School is on a downward slide; down 5.6% below last year. This may not be so bad because, nationwide, there has been a 30% drop in MBA program enrollments. Executive MBA programs are also down: there are 30 schools that offer MBA programs in DC area, and 15 schools offer International Business graduate programs in DC area. All of this affects SBPM graduate enrollments.

Respectfully Submitted,

Murli M. Gupta, *Chair*
April 30, 2004

Committee Members:
Tarek El-Ghazawi, Electrical Engineering and Computer Science
John Geranios, Strategic Management and Public Policy
Nancy Greenawald, Program in Physical Therapy
Murli M. Gupta, Mathematics, *Chair*
Daniel Kane, Strategic Management and Public Policy
Dina Khoury, History
Geralyn Schulz, Speech and Hearing Science
Daniel Ullman, Mathematics

***Ex officio*:**
Crystal Belk, Gelman Library
Michael Castleberry, Teacher Prep, Executive Committee Liaison
Robert Chernak, VPSASS
Eric Daleo, Student Liaison
Dennis Geyer, Registrar
Donald Lehman, EVPAA
Kathryn Napper, Office of Admissions
Geri Rypkema, Fellowships and Graduate Student Support
Daniel Small, Student Financial Assistance
Kristin Williams, Graduate Student Enrollment Management

ANNUAL REPORT

APPOINTMENT, SALARY, AND PROMOTION POLICY COMMITTEE OF THE FACULTY SENATE

2003 -2004 Academic Year

The ASPP Committee met 6 times during the academic year. The subjects discussed included:

- Tenure Clock extension
- Adjunct Faculty Status
- Contract Faculty Status (Request by Executive Committee)
- Alternative Academic Calendar
- Administrators' and Faculty Salary & Salary Equity
- Prescription Plan Vacation Overrides (Request by Executive Committee)

TENURE CLOCK EXTENSION

The issue of the extension of the tenure clock for new parents was discussed extensively by the committee. Members of the ASPP Committee interacted with members of the Professional Ethics and Academic Freedom Committee (PEAF) and the thoughts of our Committee were conveyed. At the January 16, 2004 Faculty Senate Meeting, the PEAF Committee presented "A RESOLUTION TO RECOMMEND THE ESTABLISHMENT OF AN ELECTION AS OF RIGHT BY TENURE TRACK FACULTY WHO BECOME NEW PARENTS DURING THE PROBATIONARY PERIOD." The Resolution was passed by the Faculty Senate. On February 4, 2004, the Executive Committee requested that the ASPP Committee consider the question of whether the extension of the tenure clock for any member of the faculty should be extended to those who are eligible for and take advantage of the Family Medical Leave Act. In particular, should it include faculty who take medical leave. The Committee noted that for special cases involving medical problems and the like, University policy allows that the tenure clock be extended, although not as a matter of right. However, since medical problems can vary in degree and frequency, each case must be evaluated independently. Hence, the Committee felt that the current policy is adequate and that there is no need to make it a matter of right to extend the tenure clock in cases of medical problems. This was conveyed to the Executive Committee.

ADJUNCT FACULTY STATUS

A Faculty member having an allegedly substandard salary requested that the ASPP Committee consider the issue of Adjunct Faculty Salaries. The Committee felt that adjunct faculty salaries were generally determined on a competitive basis and chose not to take up this issue. Vice President Lehman did provide a report on Part-Time faculty salaries as well as guidelines currently in effect.

CONTRACT FACULTY STATUS

The GSEHD informed the committee of a report that was being prepared on the status of contract faculty in that school. They expressed concern that the number of contract faculty in GSEHD far

exceeds the limitations stated in the Faculty Code: "*The proportion of regular, active status faculty serving in non-tenure accruing appointments shall not exceed 25 percent in any school, nor shall any department have fewer than 50 percent of its regular, active-status faculty appointments either tenured or tenure-accruing. The foregoing shall not apply to the Medical Center faculty who are stationed at affiliated institutions, nor to the faculties of the Law School or of the College of Professional Studies.*" This situation is a result of the fact that the contract faculty are generally funded by sponsored programs which can be cancelled. Thus, the University is reluctant to make long-term commitments to these faculty. Following the guidelines of the Faculty Code might result in eliminating many of these positions. Hence, this is a continuing issue. The expected GSEHD report was not provided to the committee and will probably be an issue next year.

In its February 4, 2004 memorandum, the Executive Committee requested the ASPP Committee consider the following two issues related to contract faculty:

- Extension of contracts for contract faculty who become new parents.
- Formulation of policies on reappointment and promotion of contract faculty in programs without departmental affiliations.

The committee felt that these two issues were very wide-ranging and important and required a joint effort between the ASPP and the PEAF Committees. It was decided to propose a joint task force on all issues dealing with contract faculty. There was agreement on this between the PEAF Committee and Vice President Lehman. The Joint Task Force on Contract Faculty was then established with membership provided by the ASPP Committee, the PEAF Committee, and Academic Affairs.

ALTERNATIVE ACADEMIC CALENDAR

The Committee had extensive discussions on the impact that the proposed versions of the alternate academic calendar might have on faculty salaries and fringe benefits. This issue was widely studied by other committees. The Senate Educational Policy Committee presented a resolution at the October 31, 2003 Faculty Senate Meeting entitled: "**A RESOLUTION ON THE PROPOSALS FOR AN ALTERNATIVE ACADEMIC CALENDAR"** which expressed the disapproval of the Faculty with the administration proposals. The resolution was passed unanimously. This made the issue mute for the ASPP Committee, so further discussions were entertained.

ADMINISTRATORS' AND FACULTY SALARY & SALARY EQUITY

At the December 12, 2003 Faculty Senate Meeting, Professor Gupta, on behalf of the ASPP Committee, distributed an Interim Report comparing administrative and faculty salaries at the University. Professor Gupta briefly summarized the information appended to the Report. Over a 5.5 year period, he said, senior University administrators received a cumulative 64.4% increase,

compared to professorial compensation, which increased over that period only 21%. At present, faculty salaries are frozen, he added. There was concern that even though in corporate America, executive compensation far outpaces that of other workers, but the discrepancy between academic administrators and academicians is nothing short of astounding. The faculty expressed concern that an extraordinary disparity exists. Vice President Lehman said he thought it

inappropriate to comment on this matter, as the Board of Trustees' Compensation Committee works with the President to determine administrative salaries. Professor Robinson said she thought it might be appropriate for the Senate Executive Committee to direct an inquiry through the President to the Board's Compensation Committee, asking for an explanation of these administrative/faculty salary disparities. This is a potential issue for the ASPP Committee next year.

PRESCRIPTION PLAN VACATION OVERRIDE

The Executive Committee, in its memo of August 29, 2003, requested that the committee consider the issue of whether the new GW Prescription Plan (Advantage) provides for vacation overrides for prescription medications which enable participants to obtain additional medications beyond the regular supply for use while out of town and, especially, out of the country. Associate Vice President Susan Kaplan discussed the issue at length with the Committee and provided a detailed memorandum dated November 20, 2003 explaining the changes in the new drug program. She pointed out that while only a 30-day supply of drugs can be obtained at local pharmacies, through mail order, a 3-month supply can be obtained. For individuals who will be out of the country for more than 3-months, special arrangements can be made by the GW broker, Brown & Brown who can arrange for the individual to obtain sufficient medication while on travel. The Committee was satisfied that the new program, while altering the procedure, provides adequate benefits to the Faculty in this matter. This was conveyed to the Executive Committee.

ISSUES FOR THE ASPP COMMITTEE IN AY 2004-05

- Inconsistency between the number of contract faculty in some schools and the 25% limitation of the Faculty Code.
- Contact faculty and their involvement in new department-like programs where 100% of the faculty are contract such as the Writing Program which has no tenure track or tenured faculty.
- Salary equity between faculty and administration.
- Cost of living salary increases for faculty.

Charles A. Garris, Jr. , Chair
May 2004

2003-04 ANNUAL REPORT

FACULTY SENATE COMMITTEE ON ATHLETICS AND RECREATION

The Faculty Senate Committee on Athletics and Recreation met once during the Spring semester lacking the submission of agenda items from the Senate, faculty or athletics.

Jack Kvancz gave an update on GWU team and conference activities. UNC Charlotte and St. Louis University are joining the A-10 Conference making it a 14 school conference. GWU has 22 sport programs and meets gender equity guidelines. Academically, 365 of 425 student-athletes have B or better GPA's. Constraints to the program are financial and the lack of fields and other facilities.

Pat Sullivan reported that work of the ad/hoc committee on recreational sports and fitness has neared completion of its work collecting data.

An agenda item for next year is discussion of the 2003-04 Women's Softball problems leading to the cancellation of the season games and resignation of the coach.

Respectfully submitted,

Donald C. Paup, Chair

THE GEORGE WASHINGTON UNIVERSITY
EDUCATIONAL POLICY COMMITTEE
Spring, 2004

TO: Dr. Lillien Robinson, Faculty Senate
FROM: Dr. Laura Youens, Interim Chair, Educational Policy Committee
DATE: April 29, 2004
SUBJECT: 2003-2004 Report to the Faculty Senate

During the fall semester, 2003, it was the first task of the Educational Policy Committee of the Faculty Senate to react to the University's plan to implement the following drastic changes: 1) a required summer session for rising juniors; 2) a required semester off, during which those students could not take courses at another university or live in their dormitories; and 3) a change from the current 5-courses-for-3-credits-each plan to 4-credits-each-for-4-courses. An implementation committee was scheduled to begin work at the beginning of November, so it was imperative that the Committee respond quickly.

The Committee met four times in September (9/9, 9/16, 9/23, and 9/26), with a joint meeting with the Faculty-Student Committee on 9/30. A special meeting was also called on 10/27. A forum for students sponsored by the Student Association featured a panel of representatives from the administration, the Educational Policy Committee, and the Faculty Senate. Departments and individual faculty members responded en masse to a call for comments with insightful memos, which were placed on a digital shelf for quick access, along with a lengthy report from the Committee authored by its chairman, Paul Duff. These compelling arguments resulted in a withdrawal of the proposed changes.

The Committee's chairman, Paul Duff, was then appointed Interim Associate Dean of Undergraduate Studies, with the interim chairmanship of the Committee passing to Laura Youens. After those vigorous and successful arguments against required summer sessions and a 4x4 plan, the Educational Policy Committee headed into the spring semester with a charge to examine promotion and tenure policies, not only across departments but also across schools. The Committee had discussed this issue since 2000 and had gathered together a substantial number of school and departmental by-laws and promotion guidelines for study and comparison. Examination of those by-laws and guidelines in meetings of this committee from earlier years had already revealed striking disparities.

The Committee met on March 23 and April 13, 2004. At the first meeting, the committee determined that AAUP guidelines about promotion and tenure should be studied by the members; subsequently, copies of those guidelines were sent to the committee members. Its members agreed that each department of each college should define high-quality scholarly output and that such definitions should not be

so vague as to be useless to tenure-track faculty seeking written guidance. Departments should define as best they can scholarly output, teaching effectiveness, and service, although it is recognized that scholarly output will undoubtedly continue to be the primary consideration. Members of the committee determined that promotion and tenure considerations might ideally be distributed under the headings of *Departmental Critera* and *Procedures* for the sake of clarity.

Mentoring should be taken seriously, and Committee member Lowell Abrams provided us with "Thoughts concerning the mentoring of new faculty." These should be formalized, examined further, and incorporated into future P&T documents. There is little in departmental guidelines about mentoring, although the CCAS annual report form for fulltime faculty specifically includes mentoring as a category. Many departmental guidelines also fail to mention the now-obligatory 3rd-year review for tenure-track faculty.

Committee members also considered voting procedures and agreed that all of those voting must be part of the discussion, including those on any kind of leave, even if by conference. They also agreed that there should be a record of the vote, but only of the numbers for, against, and abstaining.

The committee learned that a resolution concerning promotion and tenure was being sent forward by the PEAF Committee, chaired by Prof. Charles Garris. That Resolution was subsequently passed by the Faculty Senate on 4/9/04. Its stipulations about the role of a college's dean relative to the tenure recommendations of the department are being reviewed, and the members of the Faculty Senate and of the Educational Policy will probably be hearing more about this section of the Resolution.

In addition, the Committee was apprised that CCAS has called for departments to provide copies of departmental bylaws and other operating documents (memo from Executive Associate Dean Edward Caress, dated April 12, 2004). Once these documents have been collected, they will be studied, and departments might receive recommendations to update them. Ultimately, it is envisioned that they would be posed on a digital shelf so as to be available to all those interested in examining them.

The members of the Educational Policy Committee should continue to be a vital part of all discussions of promotion and tenure guidelines. We anticipate hearing about any subsequent discussion of the PEAF resolution, especially with regard to the role of the deans. Given the considerable amount of work the committee has already dedicated towards the goal of greater uniformity and clarity in tenure procedures, the Committee will undoubtedly want to participate in future considerations of departmental promotion guidelines.

Respectfully submitted,

Laura Youens, Interim Chair
Members of the Educational Policy Committee

Faculty Senate
FISCAL PLANNING & BUDGETING COMMITTEE
ANNUAL REPORT 2003-2004 TERM
May 7, 2004

The Fiscal Planning & Budgeting (FP&B) Committee met approximately once a month to receive and discuss with University officers, primarily Assoc. VP for Budget Don Boselovic and Exec. VPAA Don Lehman, a wide variety of financial and planning reports on the University. (Due to absence from this year's committee of a faculty member from the Medical Center we did not review or discuss that separate budget.) During this term the Committee was principally occupied with preparation of two reports.

The first was an *oral report* delivered on Oct. 31, 2003, as the FP&B Committee's contribution to the Faculty Senate's debate on the Administration's proposal for an "alternative calendar" and a shift to a so-called "4X4 course structure." The Committee reviewed the financial planning for the two proposals, and the three questions on which the Committee focused were the following:

(1) Were the revenue gains from the alternative calendar reliably estimated? We concluded that additional revenues had been quite optimistically estimated.

(2) Were the additional costs for the two proposals adequately projected, especially the most significant cost, the hiring of additional faculty? We concluded that they had been seriously underestimated.

(3) Had the Administration adequately explained the purposes for which new revenues were so needed as to justify these wrenching changes? We noted that little specific information had been offered on this score, only vague generalities, and our review of the Administration's recent record of allocation of funds across the University did not evoke our confidence that if any additional funds were actually realized, such monies would be used in significant part to advance the academic side of the University, which is always the faculty's main concern.

The second report was our *Special Report on FY 2004 Operating Budget and Five Year Capital Budget,* presented to the Faculty Senate at its meeting of April 9, 2004. In that report we provided the Senate and faculty generally with an overview of current and proposed operating and capital budgets. We also presented data on the relationship between the recent rapid growth in undergraduate enrollments and recent increases in faculty appointments, noting a correlation between the enrollment growth and growth in the number of faculty appointed on non-tenure-accruing contracts. We also analyzed the proposed "fixed tuition plan", which we found raised a number of unanswered questions; examined the implications of the University's growing debt; and discussed such vexing problems as the continuing, well-recognized shortage of classroom space for the number of classes the faculty proposes to provide; the University's weak fund-raising record; and the rapid growth in legal expenses.

During this term, the FP&B Committee found itself struggling to deal with the several major issues before it, and was unable to give much attention to other issues on which it had originally planned to work. Due to the urgency of the problems involved in (a) the proposal for the alternative calendar, (b) assessing the rapidly shifting budget picture as the University

struggled to adjust to the lowering of endowment support to the operating budget and the rising cost of debt service, as well as (c) attempting to review the new fixed tuition plan made public (through The HATCHET) only late in the spring term, we were simply unable to focus on the following issues, which are hereby made "continuing business" for next year's Committee:

1. *Further Study of Changing Ratio of FT Tenure-track to FT Non-tenure-track appointments.* -- This was an item to which we drew attention in our last two reports on the Operating and Capital budgets, but as it is a matter of great concern we would like to develop a special report on this topic, if possible.

2. *Study of the Budget Model and Budget Decision-Making Process* -- Our Committee assumes that faculty would be interested in gaining a clearer understanding of the University's budgeting process, but we have been unable to satisfy ourselves that we can present an informative report based on what we now know. However this appears to be a project worth continuing to develop.

3. *Review of the Medical Center Budget* -- Because the budget of the Medical Center has now been disencumbered of many of its less-academic enterprises (e.g. the hospital, HMO and faculty practice plan), leaving mainly the budget for the School of Medicine and Health Sciences and the School of Public Health and Health Services, the Committee undertook last year for the first time to review this budget. We were unable to continue this review this year, but if we can obtain the cooperation of a Medical Center faculty member on the Committee we think this an effort worth pursuing.

4. *Review of Budgets for Athletics & Recreation* -- Consideration of this has been a joint project with the Senate Committee on Athletics. The data we have been seeking has now largely been provided us, and only requires updating. What is needed now is to find time to analyze the data and determine whether the results are significant enough to be reported to the Senate. We would propose to continue this joint subcommittee effort.

The Committee extends special thanks to Don Boselovic, Associate Vice President for Budget, and to Don Lehman, Executive Vice President for Academic Affairs, for their extensive cooperation with the Committee's efforts. The Chair thanks Lou Katz, Executive Vice President and Treasurer, for helpful conversations about the University's budgeting process, and Senior Vice President Chernak for his input as well.

Respectfully submitted on behalf of the Committee:

William B. Griffith, Chair (CCAS)

Voting Members:
Cherian, E. MGT, SBPM
Critchfield, A. ORG SCIENCES/COMM
Garris, C. MECH & AEROSP. ENGIN.
Gowan, M. MGT, SBPM
Lindahl, F. ACCT, SPBM
Packer, R., BISC, CCAS
Shotel, J. TPSE. GSEHD
Watson, H. ECON, CCAS
Yezer, A. ECON, CCAS

Administrative Members:
Bass, G., Assoc VP for Health Econ, Med
Boselovic, D. Assoc. VP for Budget
Chernak, R., Sr. VP for Stud/Acad Sup Svcs
Harding, H., Dean, ESIA
Katz, L. Exec. VP and Treasurer
Lehman, Exec VP for Acad Affairs
Siggins, J., University Librarian
Whitaker, R., Assoc VP/Acad Dev &ContEd
Wirtz, P. Mgt Sci, Exec Cte Liaison

Report of the Honors and Academic Convocations Committee

May, 2004

Owing to its peculiar and checkered history, the purview of the **Honors and Academic Convocations Committee** of the GW Faculty Senate has evolved into one sole function—to recommend (or not recommend) candidates for honorary degrees who have been nominated by members of the GW community. This function has now been restored to this Committee after a hiatus, which in turn has led to a new commitment on the part of the University Administration to maintain this essential link in the approval process. In particular, the Committee has been charged with the goal of assuring that outstanding achievement in the academic disciplines plays a major role in the selection process, as is fitting for a University that has ambitions of greatness.

The University uses three criteria in selecting candidates for honorary degrees:

1) Achievement in the career field of the candidate;
2) Contributions outside this field, particularly public service;
3) GW affiliation or connection.

Sufficient qualifications are required for at least two of these criteria.

The Committee met four times during AY2003-04. In our first three meetings, in September and October 2003, we established twelve categories for honorary degree recipients:

1) Letters and History
2) Science
3) Social Science
4) Engineering
5) Fine Arts
6) Music
7) Theatre and Film
8) Medicine, Law, and Clergy
9) Business and Administration
10) Politics and Military
11) Journalism
12) Sports

and of those persons who had been nominated previously or up to October 6, 2003, we selected seven, plus five backups (second choice in the same category). Of these, one (Nobel Laureate in Physics Leon Lederman) was selected for the 2004 Commencement by the President, along with three others previously approved by the Trustees. In his acceptance message, Lederman wrote: "I hasten to accept the true honor of recognition from one of the most important and prestigious institutions in the nation." This was nice to hear.

In March, 2004, we met again to consider the 17 new nominations that had been received during the intervening period. We recommended seven of these (for 2005 or beyond), rejected one, and asked for more information about the other nine (please note that nomination papers are often incomplete—they should be buttressed with sufficient information to address all of the above three criteria). As of this date, additional information has been received for five of these nine. Evaluating these nominations, along with any other nominations received over the summer, will constitute our first order of business in AY2004-05.

Respectfully submitted,

The Honors and Academic Convocations Committee
Barry Berman, Chair
David Anderson (University Archivist)
Michael Freedman (Vice President for Communications)
Theodore Glickman
Kathryn Guccione (Student Representative)
Jill Kasle (University Marshal)
Joan Regnell
Patricia Sullivan
Alan Wade
Bernard Wood

Faculty Senate Committee on Libraries
Annual Report 2003/2004

The Committee met on December 11th, February 19th, and March 25th.

One major issue was identified over the 2003/2004 academic year: the increasingly burdensome costs associated with serials acquisitions by the University's libraries. A subcommittee was formed, chaired by Professor John Heins, and Resolution 03/9 was written by the subcommittee, and then refined by the entire Committee. The Resolution was brought to the Faculty Senate at the April 9th meeting and was unanimously approved.

The Committee proposes that the 2004/2005 Library Committee review any potential follow-up actions required following the approval of the Resolution.

Respectfully submitted, May 7, 2004,
Sylvia A. Marotta
Chair, Senate Committee on Libraries

Members of the 2003/2004 Committee on Libraries:
Berkovich, Simon, Computer Science
Fon, Vincy, Economics
Harizanov, Valentina, Mathematics
Heins, John, German & Slavic Languages
Kwak, Young H., Management Science
Shambaugh, David, Political Science and International Affairs
Toftoy, Charles, Management Science

Ex officio:
Bader, Shelley A., Director, Medical Library
Klarén, Peter, F., History and International Affairs, Executive Committee Liaison
Lehman, Donald R., Executive Vice President for Academic Affairs
Mankuta, Ross D., Student Liaison
Pagel, Scott, B., Librarian Law Library
Siggins, Jack A., University Librarian
Sterling, Christopher, Director, Telecommunications Program
Stewart, Andrea W., Assistant Librarian

ANNUAL REPORT OF THE PROESSIONAL ETHICS AND ACADEMIC FREEDOM COMMITTEE 2003-2004 ACADEMIC YEAR

The PEAF Committee met throughout the academic year and focused its efforts on three Senate Resolutions:

1. **"A Resolution to Recommend the Establishment of an Election as of Right by Tenure Track Faculty Who Become New Parents During the Probationary Period" (03/6) adopted, as amended, by the Senate on January 16, 2004. The PEAF Committee thanks Miriam Galston and Phil Wirtz for their efforts in leading toward the successful adoption of this resolution. The PEAF Committee's role in this resolution was to review and make minor amendments to the document as prepared by the Joint Committee on the Tenure Clock.**
2. **"A Resolution on the Roles of Faculty Members, Advisory School-Wide Personnel Committees and Administration Officials in Tenure and Promotion Cases" (03/10), adopted by the Senate on April 9, 2004. The PEAF Committee thanks our Executive Committee liaison, Arthur Wilmarth, for his tireless work on this resolution.**
3. **"A Resolution to Amend the Policy on Scientific Misconduct" (03/8), from the Committee on Research, adopted as an interim policy by the Senate on March 12, 2004 and referred to the Professional Ethics and Academic Freedom Committee to review and amend the policy with regards to issues of due process. The PEAF Committee has drafted a revised resolution to be finalized over the summer and prepared for presentation to the Faculty Senate early in Fall 2004. The PEAF Committee thanks William Briscoe, Chair of the Research Committee, and Carol Sigelman, GWU Associate Vice President for Research, for their assistance to the committee in its deliberations.**

The PEAF Committee has begun to coordinate with other Senate committees to consider the myriad of issues regarding contract faculty at GWU. This will be a lead item on its agenda for 2004-2005.

I thank all PEAF Committee members for their work this year and a special thanks to the work of Executive Committee liaison, Art Wilmarth, for his energy and direction.

Ernie Englander
Chair, PEAF Committee
May 2004